

# Kentucky Writing Scoring Rubric

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks purpose</li>   <li><input type="checkbox"/> Lacks awareness of audience</li>   <li><input type="checkbox"/> Lacks idea development; may provide random details</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish a general purpose; lacks focus</li>   <li><input type="checkbox"/> Indicates limited awareness of audience's needs</li>   <li><input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus</li>   <li><input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone</li>   <li><input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout</li>   <li><input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone</li>   <li><input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout</li>   <li><input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone</li>   <li><input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre</li> </ul>
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates random organization</li> <li><input type="checkbox"/> Lacks transitional elements</li> <li><input type="checkbox"/> Demonstrates incorrect sentence structure throughout</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ineffective or weak organization</li> <li><input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements</li> <li><input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical organization with lapses in coherence</li> <li><input type="checkbox"/> Demonstrates some effective transitional elements</li> <li><input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical, coherent organization</li> <li><input type="checkbox"/> Demonstrates logical, effective transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control and variety in sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose</li> <li><input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning</li> </ul>
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates lack of control in grammar and usage</li>   <li><input type="checkbox"/> Demonstrates incorrect or ineffective word choice</li>   <li><input type="checkbox"/> Demonstrates lack of control in correctness</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication</li>   <li><input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice</li>   <li><input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity</li>   <li><input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose</li>   <li><input type="checkbox"/> Demonstrates control of correctness relative to length and complexity</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning</li>   <li><input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose</li>   <li><input type="checkbox"/> Demonstrates control of correctness to enhance communication</li> </ul>

## Kentucky Writing Scoring Rubric

Scoring Criteria	Complete/Incomplete Portfolios
<p><b>Purpose/Audience:</b> The degree to which the writer maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrowing the topic to establish a focus</li> <li><input type="checkbox"/> Analyzing and addressing the needs of the intended audience</li> <li><input type="checkbox"/> Adhering to the characteristics of the form (e.g., format, organization)</li> <li><input type="checkbox"/> Employing a suitable tone</li> <li><input type="checkbox"/> Allowing a voice to emerge when appropriate</li> </ul>	<p><b>A portfolio is incomplete if it does not contain</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A table of contents page* which indicates the following:</b> <ul style="list-style-type: none"> <li>• <b>Required writing in each category</b> (reflective, personal <b>or</b> literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])</li> <li>• <b>Required number of pieces in each category</b> <ul style="list-style-type: none"> <li>○ <b>4<sup>th</sup> grade</b>—3 pieces (1 in each category)</li> <li>○ <b>7<sup>th</sup> grade</b>—3 pieces (1 in each category)</li> <li>○ <b>12<sup>th</sup> grade</b>—4 pieces (1 in each category)</li> </ul> </li> <li>• <b>Required number of content pieces identified by content area class</b> <ul style="list-style-type: none"> <li>○ <b>4<sup>th</sup> grade</b>—no content piece is required to be identified</li> <li>○ <b>7<sup>th</sup> and 12<sup>th</sup></b>—one content piece other than English/language arts identified by content area class</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>A signed Student Signature Sheet</b></li> </ul>
<p><b>Idea Development/Support:</b> The degree to which the writer develops and supports main ideas and deepens the audience’s understanding by using</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical, justified and suitable explanation</li> <li><input type="checkbox"/> Relevant elaboration</li> <li><input type="checkbox"/> Related connections and reflections</li> <li><input type="checkbox"/> Idea development strategies appropriate for the form (e.g., bulleted lists, definitions)</li> </ul>	<p><b>A portfolio is also incomplete if any piece</b></p> <ul style="list-style-type: none"> <li>• is proven to be <b>plagiarized</b></li> <li>• is different from those listed in the <b>Table of Contents</b></li> <li>• is written in a <b>language other than English</b></li> <li>• demonstrates <b>only computational skills</b></li> <li>• consists of <b>only diagrams or drawings</b></li> <li>• represents a <b>group entry</b></li> </ul> <p><b>*Use of the Table of Contents page in the Kentucky Writing Handbook is recommended.</b></p>
<p><b>Organization:</b> The degree to which the writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience and establishing a context for reading</li> <li><input type="checkbox"/> Placing ideas and support in a meaningful order</li> <li><input type="checkbox"/> Guiding the reader through the piece with transitions and transitional elements</li> <li><input type="checkbox"/> Providing effective closures</li> </ul>	<p><b>If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.</b></p>
<p><b>Sentences:</b> The degree to which the writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied in structure and length</li> <li><input type="checkbox"/> Constructed effectively</li> <li><input type="checkbox"/> Complete and correct</li> </ul>	
<p><b>Language:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word choice <ul style="list-style-type: none"> <li>• Strong verbs and nouns</li> <li>• Concrete and/or sensory details</li> <li>• Language appropriate to the content, purpose and audience</li> </ul> </li> <li><input type="checkbox"/> Concise use of language</li> <li><input type="checkbox"/> Correct grammar/usage</li> </ul>	
<p><b>Correctness:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct spelling, punctuation and capitalization</li> <li><input type="checkbox"/> Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</li> </ul>	